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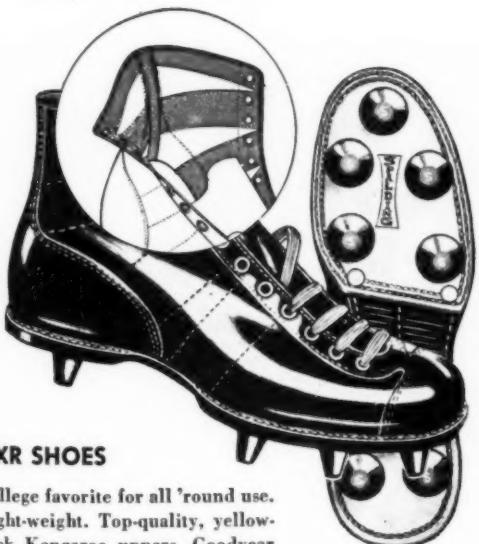
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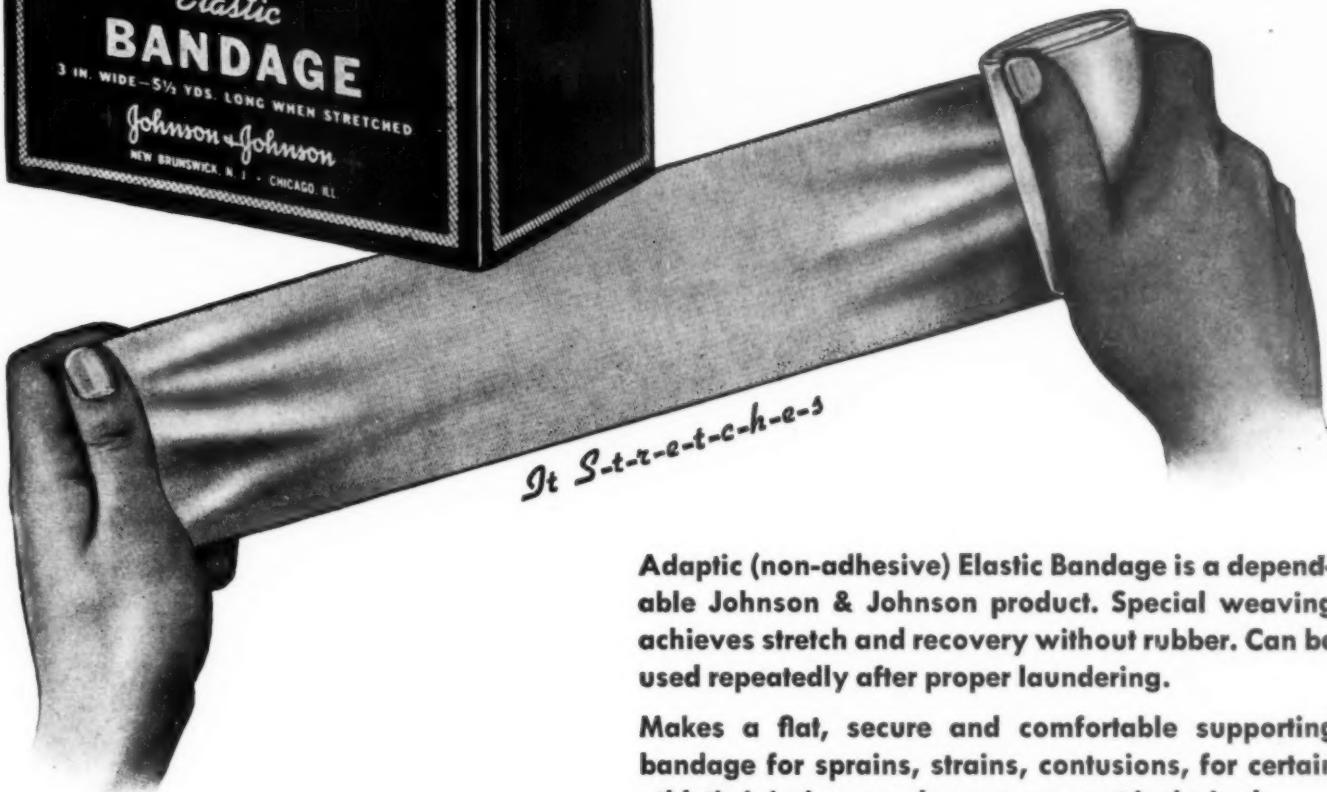
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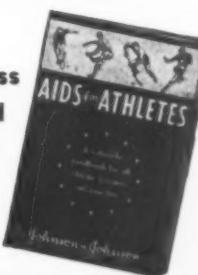
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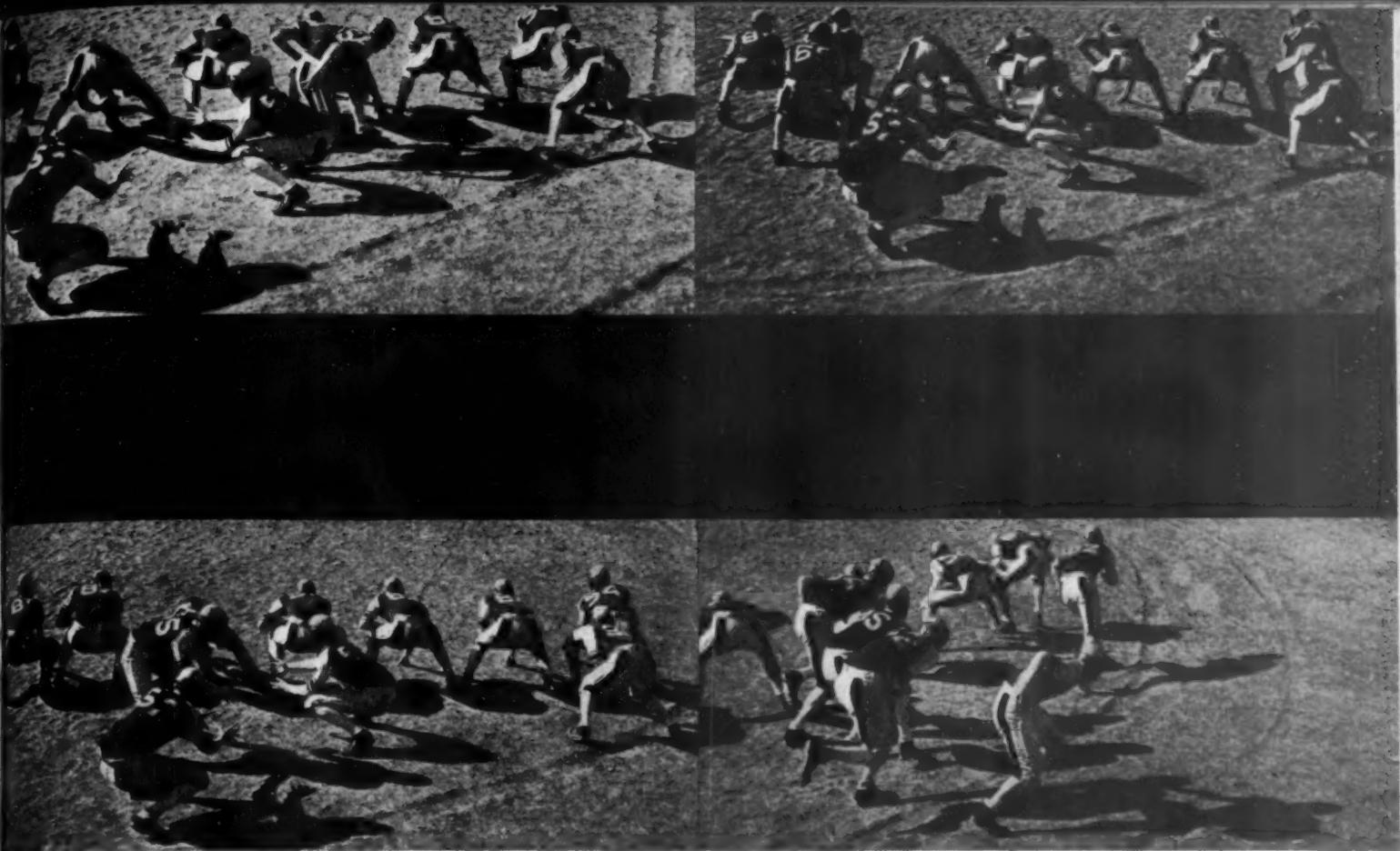
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Bruce M. Fisher, athletic director of Ferndale High School in Johnstown, Pa., has been coaching football for over 15 years; owning a lifetime record of 100 wins, 36 losses and 14 ties. After using a double spinner for 10 years he switched to a triple spinner in 1937, with instant success. During the past three years his teams have bagged two county championships and 30 out of 34 games. By a freak of circumstance, Coach Ed P. Coleman of Hatch, N.M., High School, has been using almost the identical type of offense the past few years. Last June, Coleman outlined his triple spinner in an article entitled, "Hatch's Whirling Dervish Attack."

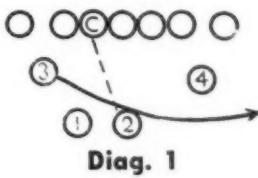
COACHES who've wracked their brains devising ways and means of stopping tricky single and double spinner attacks, don't know how involved football coaching can become until they've faced the simultaneous triple spinner.

In most spinner offenses the fullback takes the center snap, spins and either fakes or gives the ball to a halfback. When executed well the defense has its hands full fathoming the play. Imagine how much more difficult the diagnosis becomes when three men spin over the ball at the same time!

The principle is fundamentally the same as that of the old shell game. By coming together momentarily, indulging in some hocus pocus and then fanning out into different directions, the "bunko" men try to make the football disappear from human sight.

At Ferndale we've been using this type of offense since 1937. It evolved from a double spinner. In the origi-

nal two-man spin, the two rear-most backs partially faced each other. The 1 back took a stance with his left foot ahead, in a half-spin position, facing the ball and partly turned toward the 2 back. The 2 back had his right leg forward with the half-spin already made. This speeded up the play and saved a lot of drill on timing.



In 1937 we added the No. 3 man in motion. This man times the play so that he comes between the 1 and 2 backs as the latter receives the snap from center. (See Diag. 1.) The maneuver conceals the ball from the opponents and at the same time makes possible a direct snap to either 1, 2 or 3.

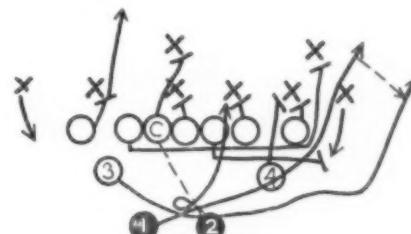
Up front we use an unbalanced line with the strength mostly to the right. The left tackle, in this alignment, is shifted over to play between the center and right guard.

Although a great variety of plays may be run off this formation, we've been getting the best results from direct passes to 2. Upon taking the snap, 2 may hand the ball to either 1, 3 or, occasionally, the left guard or end. Sometimes he keeps the ball himself.

Our 3 back is fast and a good passer; the 2 back a good ball-han-

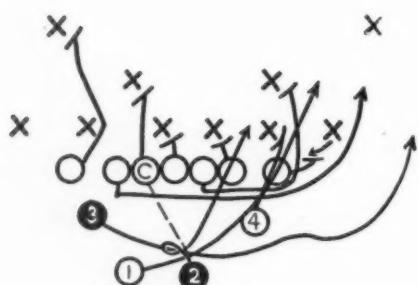
dler, passer and line plunger; and the 1 back fast and able to conceal the ball well. Several of the more effective plays we have been using the past three years are charted in the accompanying diagrams.

Diag. 2 shows a drive off right tackle, with 2 receiving the pass from center, faking to 3 and handing the ball to 1, who then drives between the defensive end and left tackle. The 4 back and right end double team the tackle. The right guard drives the end out of the play. The left guard leads the play through the hole. The fake of the 3 back usually draws the end out of position while the full is usually sucked in by 2's fake. The tackles use a head-shoulder-body block on the opposing guards.



If the enemy plays a six-man line, the center side-body blocks the opposing center. When the opponents play a seven-man line, the center stays in the line and pins his man with a head-shoulder block. The left end, after checking the tackle, goes through for the right half.

In **Diag. 3** the ball is snapped to 2.

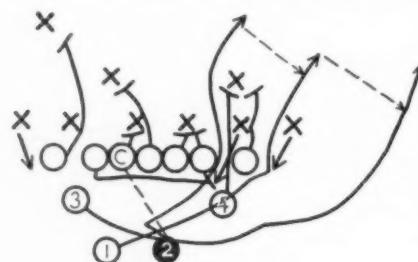


Diag. 3

He hands it to 3 who hides the ball on his hip, fakes at the end and swerves to the right, outside the defensive end. Nos. 1 and 2 fake, driving into the same points in the line as in the previous play.

The line assignments are nearly the same, except that the right guard takes the defensive full and the left guard takes the defensive half. The end is usually sucked into the play by 1's fake. If he is not fooled the right end takes him. No. 4 checks the tackle and the rest of the assignments are the same as in the previous diagram.

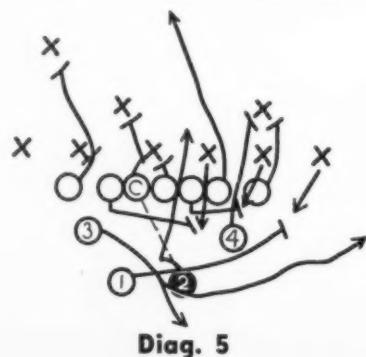
In Diag. 4 the ball is centered to 2 who fakes to 1 and 3 and smashes inside the defensive tackle. No. 3 fakes as before and 1 fakes and checks the end out of the play. The



Diag. 4

end and the 4 back allow the defensive left tackle to come through and then double team the fullback, driving him out of the play. The right guard and tackle double team the defensive left guard. The left tackle, against a six-man line, goes through and checks the defensive center. The center takes the right guard.

My center and left tackle are instructed to play the guard according to his position. If the tackle thinks he can take him easier than the cen-



Diag. 5

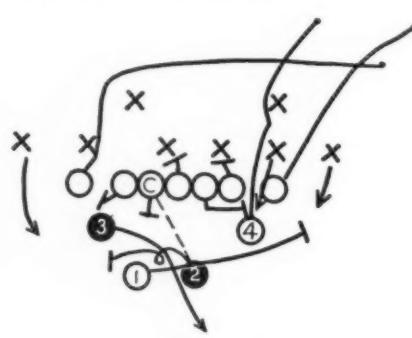
ter can, he gives the center a signal, usually a tap on the leg, indicating that he will take the guard and the center is to go through for the defensive center.

The left guard comes across low and hard, mousetrapping the defensive left tackle, who is partly drawn out of the play by the fakes of 3 and 1. The left end has the same assignment as on the previous plays.

Diag. 5 outlines a double mouse-trap. The 2 back again receives the pass from center. Nos. 3 and 1 fake as before; 2 keeps the ball and drives inside the defensive left guard. No. 1 takes charge of the right end while the offensive right end and blocking back double team the defensive full, driving him out of the play.

The tackle is allowed to come through as in the previous play and is mousetrapped by the right guard. The right tackle goes through for the safety man. The center helps the left tackle with the defensive right guard and then slips off to take the defensive center. The left guard comes across low and hard and shoulder blocks, with his right shoulder, the defensive left guard. The left end makes his play the same as before. The 3 back may fade into the backfield and fake a pass, or he may fake as on the previous play.

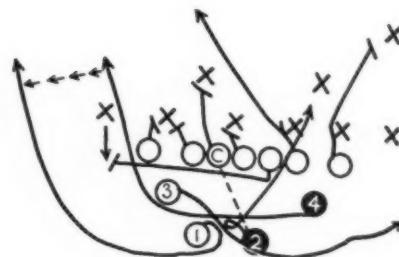
In Diag. 6 the ball is centered to 2 who hands it to 3. No. 1 fakes as before and then checks the defensive left end. No. 2 spins and checks the defensive right end. The tackles check the defensive guards. The center drops back a step or two and picks up anyone breaking through the line to rush the passer.



Diag. 6

Both the right end and the blocking back fake at the full and then race down field as indicated. The defensive right tackle is checked by the left guard; the left end checks the tackle, fakes at the half and drives across as shown. He is usually open for a short pass. No. 4 is the logical receiver for a deep pass.

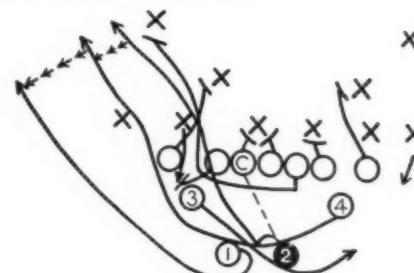
Diag. 7 outlines a weak-side reverse off-tackle. The ball is centered



Diag. 7

to 2 who fakes to 3 and 1, the latter spinning and going wide around the defensive end. The ball goes to 4, who drives inside the opponents' right end. The right end checks the tackle and then body checks the defensive half. The right tackle checks the defensive guard and goes through for the safety man. The right guard drives the right end out of the play.

Either the center or the tackle may block out the defensive right guard, with the odd man going through to take the defensive center. The left guard and end double team the defensive right tackle. The 4 back drives through the opening and laterals to 1 as he is about to be tackled. After giving the ball to 4, the 2 back fakes a plunge, checking the defensive left guard.

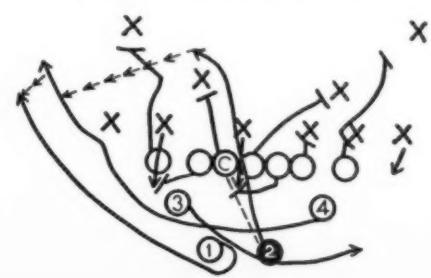


Diag. 8

In Diag. 8 the ball is again centered to 2 who fakes to 3; No. 1 spins and fakes while 4 drives off tackle as before. No. 2 keeps the ball and drives inside the defensive right tackle. The left end side-swipes the defensive center; the left guard mousetraps the right tackle; and the center and left tackle double team the defensive right guard.

The right guard leads the play, and blocks the defensive half. The right tackle checks the defensive left

(Concluded on page 21)



Diag. 9

IS IT "T" TIME IN THE HIGH SCHOOLS?

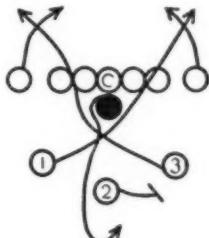
By Duke Thayer

Duke Thayer, football coach at the Porterville, Calif., Junior College, passes along a few personal observations on the "T" formation and its feasibility for the high school coach.

FOllowing the amazing success of Stanford University's football team last season, many high school coaches have been seriously considering the new streamlined "T" formation as a possible means of attack for 1941. Before scrapping their old systems, however, these coaches would do well to look into a few of the factors which gave the "T" its potency.

First: Stanford's "T" bears about the same relationship to the original "T" formation as does Notre Dame's. In other words they both have their inception in the old "T." From this basic formation Stanford sends out flankers and Notre Dame goes into a box.

The Indians employ a balanced



Diag. 2

A split-buck pass from the original T: The quarterback takes the ball from the center, spins, fakes to both 3 and 1, and then fades back fast for the pass, with 2 offering protection. The quarter passes to the open man.

line with the ends split about a yard out. The quarterback deploys directly behind the center and the other three backs align themselves behind him. The fullback stands about five yards behind him and the halves slightly closer, directly back of the holes between the ends and tackles.

The quarterback keeps his hands between the center's legs and his chest over the pivot's hips. The passage of the ball is an automatic exchange. The quarter takes the ball directly from the center's hands as the latter passes it up.

The plays may be executed directly off the "T" or with any one of the three backs in motion. In fanning out, the halves usually cross to the opposite side.

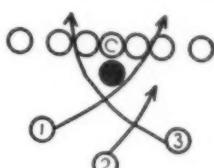
The strength of the "T" lies in power and deception inside the ends, and a fast-passing attack. On the

A few pros and cons on the practicability of the Stanford formation for the schoolboy coach

debit side are its lack of outside power and a poor set-up for kicking. Split bucks, fakes, direct bucks, and sneaks characterize its use (Diags. 1 and 2).

The "T" was originally used against the 7-1-2-1 defense, but lost favor with many coaches when the 6-2-2-1 was invented, as the extra defensive backer-up placed too great a burden on the offense. There are, however, many schools still using the old "T."

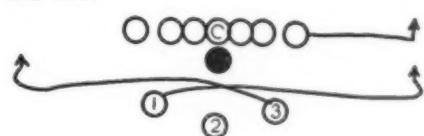
The only old "T" play that Stanford used during the past season was the quarterback sneak. Albert, playing up under the center's tail, took the pass from center and drove straight ahead behind a tight, hard-



Diag. 1

Split-buck from original T: The quarterback takes the ball from center, spins, fakes to both 3 and 1, and then slips the ball to 2, who follows 1 through the line.

Stanford T spread: Anywhere from one to four players may spread on any play. The play may develop into a flat pass, deep pass or plunge by 2 into the line.

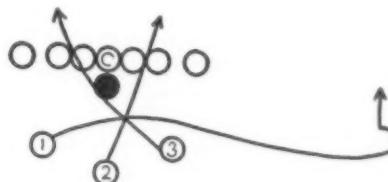


Diag. 3

during the past season is open to discussion. Coach Shaughnessy believes that Stanford was merely lucky in throwing over 100 flat passes and escaping unscathed.

Second: In Kmetovic, Gallerneau, Armstrong, Cole and Standlee, the Indians possessed five of the fastest backs on the Coast. Albert, while perhaps not so fast as the other five, could still cover plenty of ground when necessary. The Stanford attack of 1940 required, and had, plenty of speed. It is this observer's belief that had Stanford not possessed superior backfield speed in every game, the story of the season might have had a different ending. In Kmetovic and Gallerneau, especially Kmetovic, Stanford had pass receivers who could consistently outrun and get behind the defense. This, coupled with Albert's accurate passes, accounted for many long gains and a number of touchdowns.

The Stanford attack through the line was streamlined, to say the



Diag. 4

Stanford T split-buck: The left half (No. 1 back) crosses to the right and becomes a flanker. The quarterback takes the ball from center, spins, fakes to 2 and gives to 3. Frequently 2 holds position for protection on passes.

least, again due to speed. It was a common sight to see Standlee, weighing 210, going from five to fifteen yards before the defense knew what had struck them, or Kmetovic bursting through the line for a long run, with no more aid than a momentary hole in the line.

One of the sports writers hit the nail on the head when he said that the Stanford backs moved behind "psychological" blocking. San Francisco was amazed when Albert, after faking to the backs going right, slid through the left side of the line "naked" to score. The very next week, against Oregon, Albert sent Standlee crashing through the left side, alone, to score from the eleven. The majority of Stanford's 1940 touchdowns were scored from fairly well out on the field, either with

(Concluded on page 20)

EIGHTEEN HOLES WITH THE BEGINNER

By Hugh Ward

This is the concluding installment of a series of three articles on the proper use of the clubs in golf by Hugh Ward, well-known golfing instructor. Mr. Ward is well qualified to write on the subject, having served as pro at three famous Eastern country clubs—Apawamis, Greenwich and Fresh Meadow—and conducted adult group classes at East Orange, N. J. He is now coaching at the Poly Prep County Day School in New York City.

AS WE ORIGINALLY stated the purpose of this instructional unit is to point out some of the more common mistakes of the average young golfer in his first few times on the course.

To make this as practical as possible, the writer is projecting a story about an imaginary round of golf with an average beginner as the central character. The writer follows him around, pointing out errors of judgment as they occur. A stroke-by-stroke map complements the text.

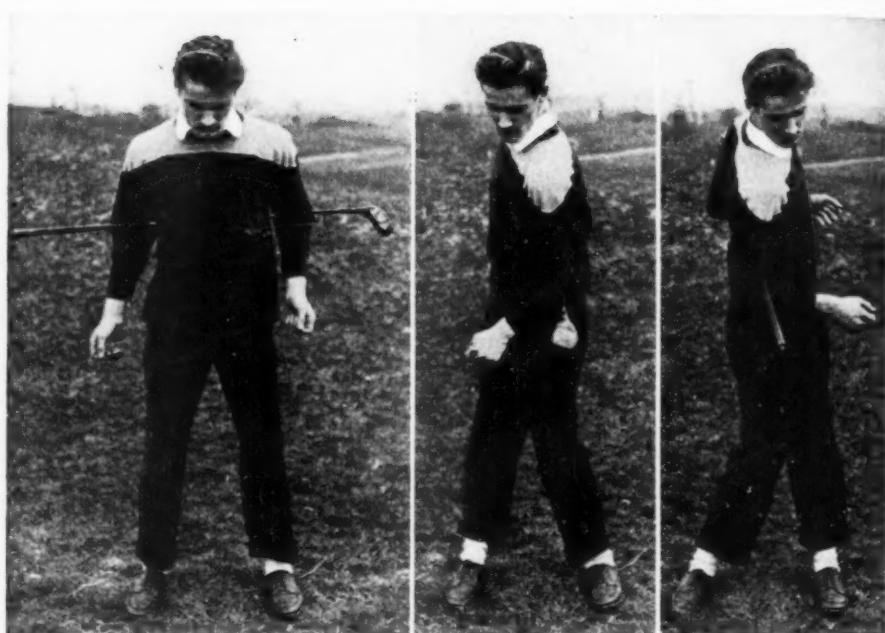
The preceding installments covered the first twelve holes of the round. We pick the beginner up at the thirteenth hole.

THIRTEENTH HOLE: This 448-yard hole is cut through a deep wood, which necessitates a good straight drive. Our beginner sliced his drive, as usual, 165 yards out into the woods.

When he walked up to his ball, he was relieved to find that he had a good lie. However, upon taking a look at the flag, he saw that he was stymied by too many trees. He decided to chip out safely with a No. 6 iron.

Much to his surprise the ball hit a low-hanging branch and dropped down. A more experienced golfer would have noticed the branch and thus used a straighter-faced club. (Tip to the beginner: If you want to

To reach the land of milk, honey and a few pars you must first master the fundamentals



PIVOTING EXERCISE: Assume same stance you would in addressing ball. Place club across back and hold in place with forearms. Apply pressure with left forearm, turning body to right, and then with right forearm, reversing position of body.

keep the ball down, play it off the right foot and close the face of the club slightly.)

FOURTEENTH HOLE: A 218-yard hole, this is the longest par 3 on the course. The green is set at the edge of the woods, and a series of traps await the unwary from 140 yards out up to 20 yards of the green.

The player really leaned into his tee shot, dropping it five yards short of the green. On his second shot, a chip, he made the common mistake of stopping his hands at impact. The ball went sharply off to the left.

In playing a chip shot, the experienced golfer assumes a comfortable stance with the knees relaxed. He uses no body action. The stroke is played purely with the hands and

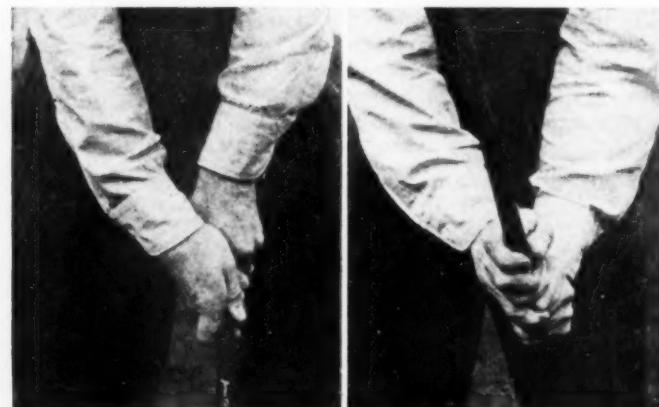
arms. He makes certain to hit through the ball. In other words, instead of stopping the hands at impact, he allows them to carry on out, keeping the club head close to the ground.

FIFTEENTH HOLE: While not the longest par 4 on the course, this 424-yard hole is one of the most interesting to play. The fairway is a straight away; guarded on the left by out of bounds, on the right by trees and heavy rough. The green, which is elevated and trapped on both sides, is one of the trickiest on the course.

The beginner topped his drive, the ball stopping about 90 yards out. On his second stroke, he hit a beautiful 180-yard spoon shot. But on his next stroke he dropped the ball into



GRIP: Forefinger and thumb of both hands form a V that points to right shoulder. The hands press firmly but not too tightly, with a sense of easy control over the club head.



WRIST COCK: Press or bear down on left hand, raising club head off ground. Don't lift with arms; make hands do the work. This exercise may be repeated several times.



CHIP SHOT: The player adopts a slightly open stance in which the knees are relaxed, the left arm close to the body and the right elbow comfortably close to the right side. The

club head is brought back close to the ground, on almost a straight line, and hits through the ball. No body action or pivot is used; the stroke is played with the hands and arms.

the trap that guards the green. He recovered nicely, dropping the ball within ten feet of the flag. He then took three putts to hole out.

It is interesting to note that the beginner has putted fairly well on the level greens. Undulating greens, on which the player must allow for the roll, are more difficult to play. The only way to learn how to play them is through practice.

SIXTEENTH HOLE: This hole, a par 5, is the longest on the course—587

yards. The beginner's drive sliced out 175 yards to the edge of the rough. For his second shot, he used a No. 8 iron and hit about 50 yards down the fairway. The ball came to rest on a downhill lie. Not knowing how to adjust his stance to the situation, he topped his next shot.

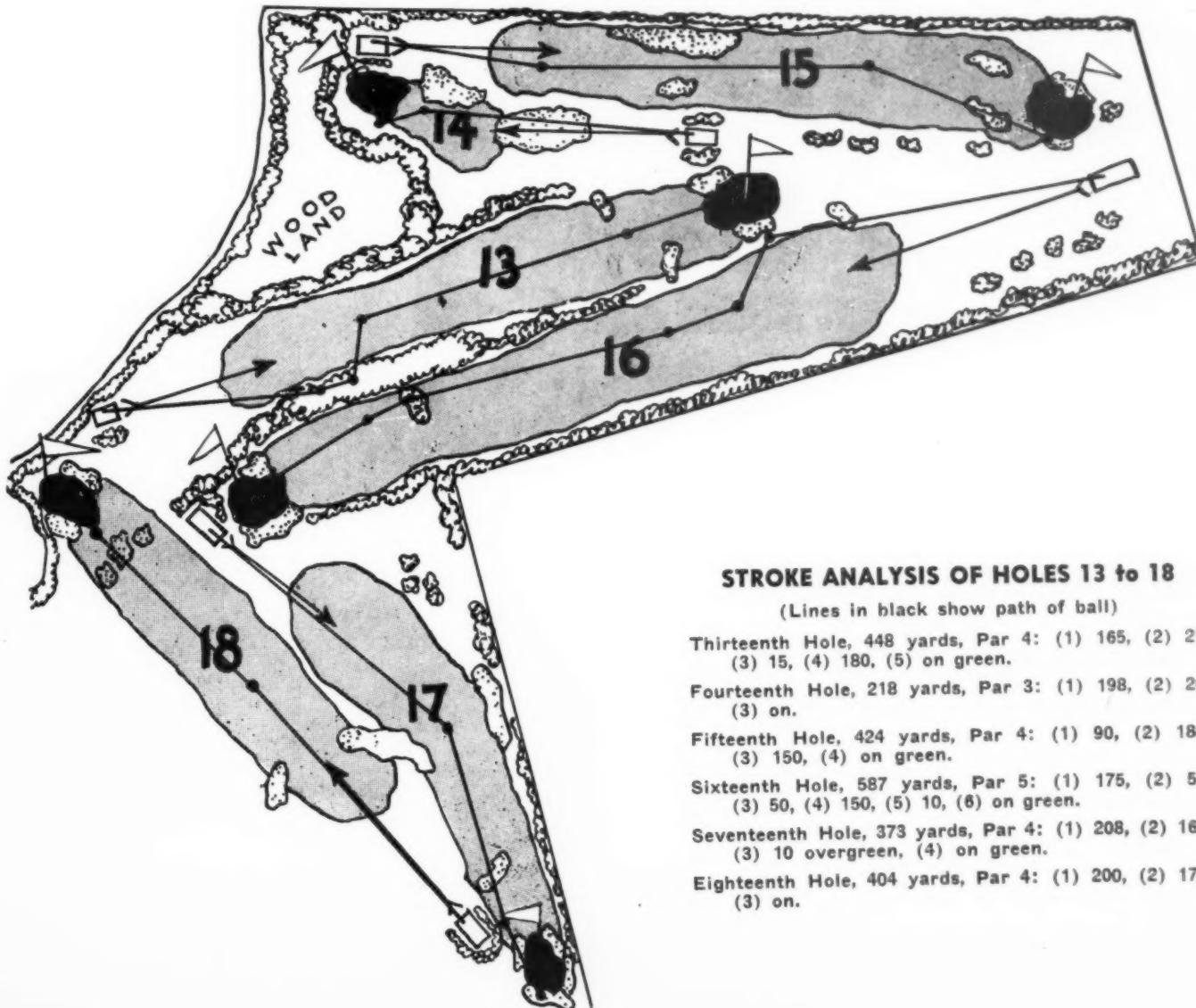
He should have kept his weight on his left leg and played the ball near the right heel, allowing the club to follow the contour of the ground. The tendency here is to slice. Good

golfers allow for this by playing the ball more to the left.

On his fourth stroke the player hit into a trap on the right side of the fairway. But he recovered nicely and, then, with a No. 5 iron, pitched beautifully onto the green.

SEVENTEENTH HOLE: This hole, a slight dog leg to the right, is 373 yards long with a fairway that breaks sharply down grade to the 200-yard marker. From that point

(Concluded on page 40)



STROKE ANALYSIS OF HOLES 13 to 18

(Lines in black show path of ball)

Thirteenth Hole, 448 yards, Par 4: (1) 165, (2) 25, (3) 15, (4) 180, (5) on green.

Fourteenth Hole, 218 yards, Par 3: (1) 198, (2) 20, (3) on.

Fifteenth Hole, 424 yards, Par 4: (1) 90, (2) 180, (3) 150, (4) on green.

Sixteenth Hole, 587 yards, Par 5: (1) 175, (2) 50, (3) 50, (4) 150, (5) 10, (6) on green.

Seventeenth Hole, 373 yards, Par 4: (1) 208, (2) 160, (3) 10 overgreen, (4) on green.

Eighteenth Hole, 404 yards, Par 4: (1) 200, (2) 170, (3) on.



This attractive royal blue gabertex uniform consists of shorts, shirt and belt; neatly trimmed with a two-color military braid. Sox are knit with Durene yarn by Hub Hosiery. Culum and Boren markets outfit at about \$4.25 (not including sox).



STYLES FOR SPORTS AND DANCE

A Few Uniform Suggestions for the Modern Girl



ABOVE: The National Sports Equipment Co.'s princess style gored tunic, complete with separate underpants, for the modern dancer. Crew neck, set-in sleeves. Cadet, jade or black cotton jersey; colorfast. Comes with long or short sleeves. About \$2.



BELOW: A smart-looking short-knicker style outfit for all around use, featured by Tom Broderick Co. Tailored, elastic-bottom, open blue gabertex knickers with broad belt which buttons at the side and convenient side zipper. White broadcloth button-front shirt with inverted action pleat; has handy pocket, short sleeves and convertible collar. About \$4.25.





LITTLE ROCK'S TWIN-STAND STADIUM

LITTLE ROCK, Ark., High School will match its magnificent stadium (above) against any school plant in the country. Built along the most modern lines, it boasts—among other neoteric conveniences—a full quarter-mile track, a beautifully laid out gridiron, a huge electric scoreboard and a first-class floodlighting layout.

As you may observe the stadium incorporates two permanent grandstands which rise between the 14-yard lines on each side of the gridiron. They are 216 feet long, 105 feet deep and approximately 65 feet high. The 40 rows of seats in each stand accommodate 5,000 spectators. In an emergency 4,000 knock-down bleacher seats can be erected behind the goal posts and along the end of the stands.

Atop each grandstand looms an enclosed booth. The "coop" on the west stand accommodates 32 newspapermen. The other, on the east stand, serves a triple purpose. It is divided into three sections; one for broadcasting, another for scouting and the third for the operation of the public address system and the scoreboard.

The east stand is completely enclosed. The groundkeeper and his assistants occupy a five-room apartment, consisting of a living room,

combination kitchen and dining room, two bedrooms and a bath.

The lobby floor has seven turnstile entrances; the west stand has one less. On the same level (east stand) are located the offices of the director of athletics and the faculty manager.

The dressing rooms run from one end to the other of the lower level. On this level may be found the coaches' office, equipment room, drying room, first aid room and a large varsity room with steel lockers for 120. Also a large, class dressing room with lockers for 122 students, a band room with 50 lockers and an officials' dressing room with 72 lockers.

The visiting team's dressing room is equipped with 65 lockers, making a total of 369 steel lockers in all. The visiting coach has his own office. Each team showers in a separate room, the home team's room containing 20 individual sprays and the visitors' four less.

To allow light to penetrate into these quarters, the sides of the four ramps are constructed of glass brick.

The scoreboard, which is 24 by 16 feet, may be found in back of the south goal post, propped 16 feet above the ground in clear view of the operative in the booth. The face of the board contains a ten-foot

clock which is set off by a ring of red neon lights.

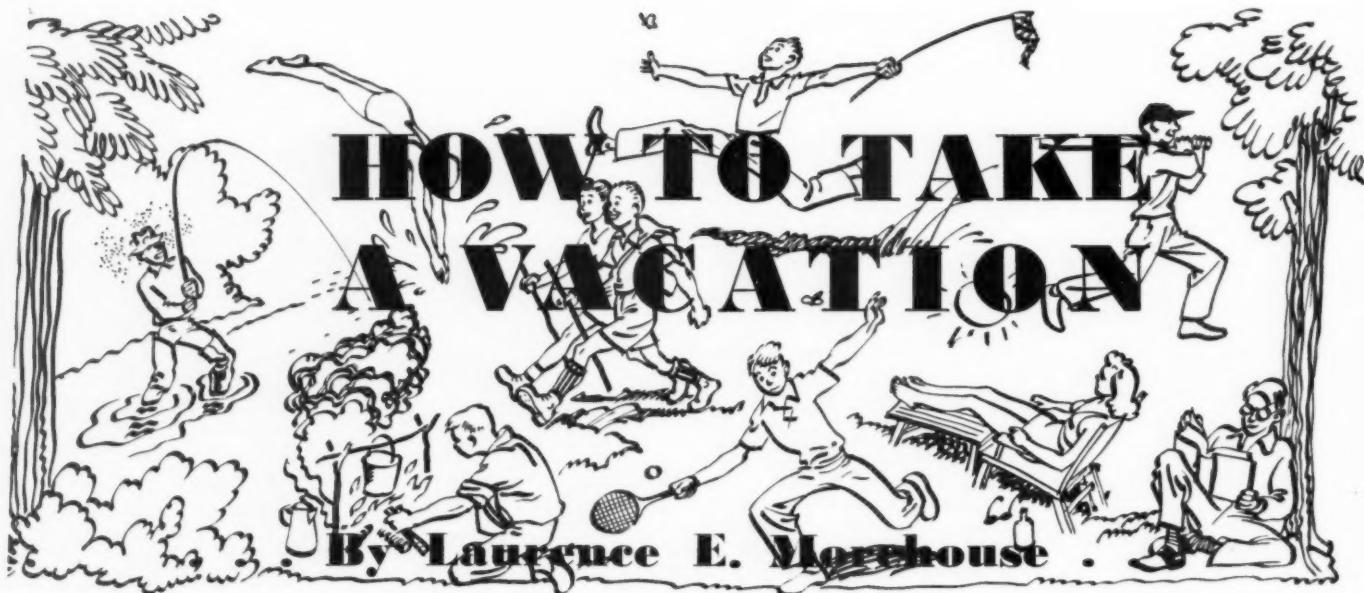
All the neon numbers are 24 inches high, large enough to be seen for three blocks. Four loudspeaker horns are perched on top of the board.

For nocturnal activities, the stadium is equipped with floodlights. The installation consists of six lattice steel towers, 110 feet high and approximately 150 feet back from the playing field. The towers are located at each end of the stands and in the center-rear. Each pole bears ten closed projectors burning 1500-watt bulbs.

The entire layout of the stadium proper supplies 90,000 watts of light, operating at twelve per cent over-voltage. When the lights which illuminate the neighboring streets and parking lots are counted, the layout comes to 124,000 watts.

The field itself has an eight-lane 440-yard track. In the oval back of the south goal post are two pole-vault runways which run in opposite directions.

The field is well drained with a six-inch line of drain tile running across the field at every 25 feet and emptying into a 36-inch line. Covering the top of these drains are eight inches of crushed rock and ten inches of top soil and sod.



This is the third of a series of articles on diet and other conditioning factors in athletics by Laurence E. Morehouse, of the department of physiology at the University of Iowa. The article, which presents a number of suggested activities and health measures for the student vacationist, is organized in lecture form for the convenience of coaches and physical educators who would like to present the material to their physical education and hygiene classes.

NOW that school's about to close, all of you are looking forward to the summer. For over two months, you will have the opportunity to do the things in which you're most interested. Some of you will go to camp; some will vacation with your parents; and others will remain at home.

In order to help you make the most worthy use of this leisure, I have drawn up a list of recommended activities. There are six groups from which you may choose. They are as follows:

1. Wholesome reading and literary appreciation. Most of you, through your English classes, have become acquainted with the world's masterpieces of literature. At your city library you will not only find all these literary works of art, but all the recent fiction as well, including magazines and newspapers of all types.

You may be unaware of the fact that there are pages and even volumes devoted to your specific hobby; that is, handicraft work of all kinds, stamp collecting, athletics, music, nature lore, and all of the other pursuits in which you are already interested or which may prove of interest to you. Visit your local library and see what kind of selection it has. The librarian will be glad to help you locate the books you're looking for.

2. Creative literary expression.

The writers among you, or anybody interested in this means of expression, may spend many happy hours in creative writing. Some may prefer to write poetry, others fiction and still others non-fiction. The less gifted may take a crack at writing limericks in the many radio and magazine contests. For a good daily workout, there are the cross-word puzzles in the newspapers.

This is the time to renew correspondence with out-of-town friends and relatives. Find a pen-pal in some foreign country through various clubs or church organizations.

Speaking ability may be given play in panel discussions, debates, story-telling sessions, amateur radio clubs and in many other ways.

3. Music and art. Use and develop your vocal talents by joining your church choir and by taking an active part in other forms of group singing. If you have learned to play a musical instrument, organize a band or an orchestra. If you just like to hear good music, there are the radio and the concert halls.

Those of you who are art conscious may form an art class, where you may try your hand at painting, drawing, modeling, outdoor sketching, or illustrating. Summer is also a good time to improve your dancing and dramatic ability (through plays and pageants).

4. Scientific experimentation. Carry on your interest in general science, physics and chemistry by building a radio set or tinkering with electrical devices and chemicals. Most of the great inventors began as tinkerers.

5. Nature studies and activities. Summer lends itself well to explorations of the great out-of-doors. Recommended activities include Indian lore, collecting objects of nature,

hikes, outings, camping, raising pets, gardening, landscaping, and field trips to beauty spots and museums.

6. Games and sports. Game skills may be improved by organizing teams and entering tournaments. Vacation time offers a wonderful opportunity to improve your ability to swim, dive, play golf and tennis, use a bow and arrow, hunt and fish. At the same time do not overlook the more quiet pastimes such as chess, checkers and social games.

Health procedures

Another phase of summer recreation, or rather *wreck-reation*, which everybody should know about is health procedures and first aid measures for common injuries. Few, indeed, are the vacationists who will return to school without having suffered at least one injury.

1. How to get a good tan. The first thing most of us like to do in the summer is to acquire a good coat of tan. A good tan not only gives a healthy appearance, but is also the best protection against sunburn.

The best way to build up a tan is through gradual exposure to the sun. The following procedure is recommended: first day—exposure of the skin to direct natural sunlight for five minutes before 10 A. M. and after 4 P. M.; second day—exposure for ten minutes at each of these times; third day—exposure for fifteen minutes each time; etc.

At the end of a week a light tan will have appeared, after which less caution will be necessary in regard to time and duration of exposure. Remember, the eyes and also the skin of the eyelids are thin and sensitive. Play safe by wearing

(Continued on page 36)

SUMMER TRAINING TIP FOR YOUR TEAMS



*Have them try
drinking KNOX GELATINE
to help keep up endurance!*

Athletes can't be expected to keep rigid training during vacation months. But there *is* a simple plan they can follow . . . and coaches and trainers report it *does* seem to help keep up endurance. Have them *drink* Knox Gelatine regularly.

9 out of 10 report, "Less Tired"

Here's what happened in recent tests when men and women in a wide variety of jobs agreed to try drinking Knox. 9 out of 10 who completed the 28-day Knox test said they were less tired!

Perhaps drinking Knox during the Summer can help your athletes come back feeling more fit in the Fall. Have them try it! Knox is inexpensive . . . easy to drink. Sold at all leading grocers' . . . in the regular 4-envelope kitchen package or the new money-saving 32-envelope package. Easy directions in every package.

Be sure it's KNOX!

It's important to drink *only* plain, unflavored Knox Gelatine. Knox is *all* protein. Don't accept substitutes. And don't confuse Knox with ready-flavored gelatine dessert powders, which are $\frac{1}{2}$ sugar, only $\frac{1}{8}$ protein. Insist on Knox!

Requisition KNOX GELATINE Now for your teams next Fall!

For more information about enthusiastic reports of coaches and trainers regarding Knox Gelatine on training tables, write for FREE Knox Booklet E, Knox Gelatine, Dept. 81, Johnstown, N. Y.



KNOX GELATINE

IS PLAIN, UNFLAVORED GELATINE - ALL PROTEIN



Help Nature Reduce Fatigue Acids in Sore Muscles!

If unusual exercise lays you up with sore muscles, blame fatigue acids. Your extra effort has caused an accumulation of these acids and that's one of the reasons why your muscles hurt. Fortunately, however, most of the muscle tissues affected can be reached by the fast, stimulating action of Absorbine Jr.

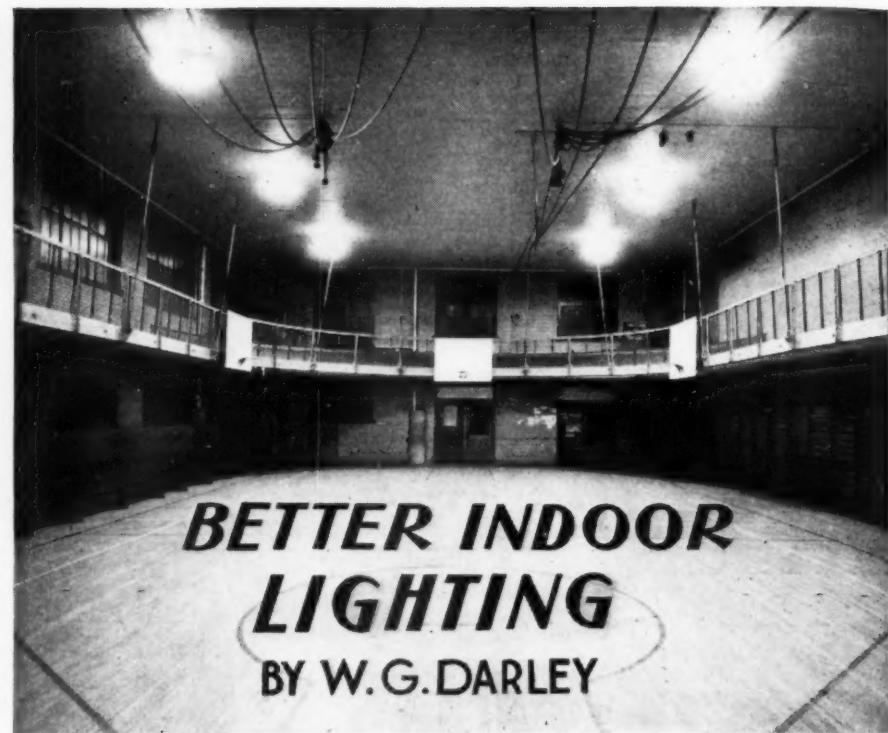
Relief! Splash your sore and aching muscles with Absorbine Jr. It speeds the blood flow through these muscles to carry away fatigue acids. This helps reduce swelling—ease pain and stiffness. Then your muscles can relax again. Keep Absorbine Jr. handy. At all drug-gists, \$1.25 a bottle.



FREE—Order your copy of these drawings today. This muscle chart (shown above—size 22" x 16") will be sent free upon request, together with a free sample of Absorbine Jr. Write W. F. Young, Inc., 400C Lyman Street, Springfield, Mass.

FAMOUS also for relieving Athlete's Foot, Strains, Bruises

ABSORBINE JR.



The Shaw High School gymnasium at East Cleveland, Ohio, features a type of glass-steel diffuser which reduces glare and at the same time throws some light upward.

IN THE relatively short period of time that civilization has moved indoors, we have hardly appreciated the loss of the outdoor environment in which we as a race developed.

We had to learn that certain nervous disorders could be caused by noise; that poor ventilation might lead to headaches, etc.; that airborne bacteria were responsible for many infections; that lack of sunlight caused rickets; and that overtaxing eyework could not only cause temporary headaches and nervous disorders but could permanently impair the individual's vision.

Out of this knowledge has burgeoned the arts of sound, air and light conditioning. To man in his artificial world, these arts have brought not only a place for needed exercise—the gymnasium—but also an environment quite comparable to the one he left behind when he moved indoors.

Light conditioning

Due to recent important lamp developments, the term "light conditioning" covers a much broader scope than it did a few years ago. At one time it implied only the proper type of lighting; now, however, it means more. With certain lamps we can now kill air-borne bacteria and provide erythema (health-giving) radiations.

If lighting were free or if the sources were efficient enough, the gymnasium could be lighted to approximate the outdoors. Unfortu-

nately, this is impossible. As a result the average installation provides only about one percent or less of natural, outdoor lighting. In other words, instead of the hundred or thousands of footcandles under which children play outdoors, good lighting practice today calls for only 20 footcandles for normal sports activities. (A minimum of 15 is established by the American Recommended Practice of School Lighting.)

More light is required for faster and more skillful games, or for games where the seeing task is more difficult, such as badminton. It is quite possible, of course, that the advent of the mazda F (fluorescent) lamp, which supplies approximately twice the light for the same wattage consumption, may create a higher level of footcandles sooner than has been anticipated.

Plenty of light is needed in the gym because the speed of rapidly moving objects must be determined and distances judged almost instantaneously. Seeing, which is made possible by sight and light, must, therefore, be done quickly and accurately. When the illumination is low, the eye (camera-like) takes longer for each exposure. Data show that as the illumination is increased from one to one hundred footcandles, the speed of seeing increases relatively from 1 to 3.3.

The importance of lighting often does not end with the player. Where there are spectators, enjoyment is

(Continued on page 18)



COURAGE, quick thinking, self-reliance and strong muscles—all are developed by competitive sports. But the harder the sport, the more food-energy is required. Bread helps supply sustained food-energy needed for endurance straight through the game.



TO THE GIRL who longs for leadership—in sports, in school, in social life—bread at every meal helps to supply food-energy needed for daily tasks and hours of fun.

BUY BAKERS' BREAD

The modern bakers' bread, made with milk, contains, in almost ideal proportions, both muscle-building food and energy food... contributes valuable minerals, including calcium and phosphorus... and is nearly 100% digestible.



MORE PLANES, and more trained men ready to put them in the air, is one of our national needs. And a sound, well-balanced diet is important to the fitness and efficiency of those who fly the airways.

And BREAD is one of the best sources of Food-Energy

PHYSICAL FITNESS . . . a well-balanced national diet—these are invaluable allies in America's great program for increasing national strength.

Among the foods which supply food-energy needed for physical fitness, one of the best and cheapest is bread.

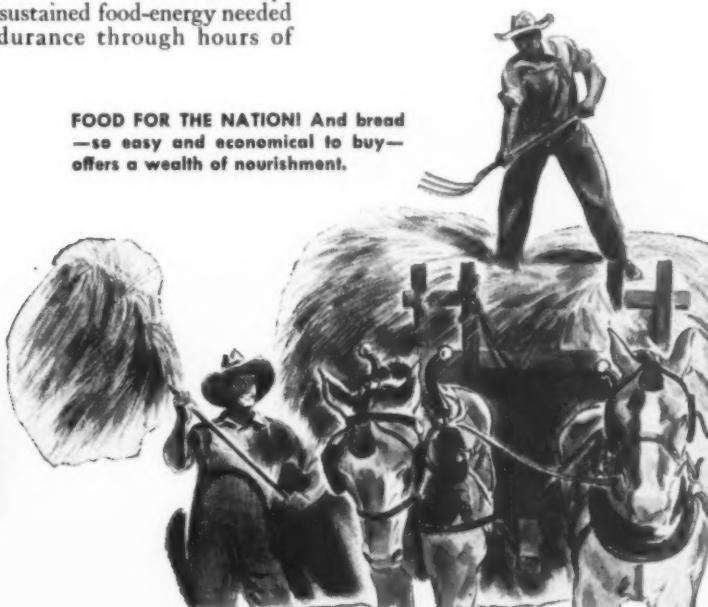
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increased materially as illumination is increased, providing the quality of the lighting is not impaired. As a result of customer reaction to night baseball, for example, the parks of at least seven major league clubs have been illuminated to over 100 footcandles.

Better lighting enables the spectators to see more quickly and with greater certainty. Naturally spectators with defective vision will benefit most from superior visual conditions. This is significant when you remember that a high percentage of the average audience can be expected to have defective vision.

Psychological effect

We cannot leave this phase of the subject without referring to one other effect of light conditioning; that is the psychological effect it has on the student players. For instance, in one school a special lighting unit for badminton was installed for adult classes without disturbing the original low-level installation.

When I visited the school to inspect the new lighting, a class of youngsters was playing under the old lights. With the teacher's permission, the new lights were turned on. The spontaneous cries and cheers of approval which reached us at the switchboard, out of sight, was convincing evidence of the desirability of light conditioning.

As a rule the artificial lighting of the gym may best be accomplished by a symmetrical layout of units.

Above: One thousand-watt mazda lamps in high-bay reflectors, properly spaced, provide ample illumination in the Barberton, Ohio, High School plant. Below: To provide lighting for the two badminton courts in this old gym, 750-watt mazda lamps in glassteel diffusers were mounted as shown. This system stepped up footcandle power from 2 or 3 to 25.

The distance between units or rows of units should not exceed their mounting height above the floor, while the rows of units closest to the walls should not be more than one half their mounting height from the walls.

For low-mounting heights glass-steel diffusers are recommended where mazda C (tungsten-filament) lamps are used, as the lower brightness of this type of unit results in less glare. At the same time these units throw some of the light upward. This helps illuminate the area immediately above the units and thus reduces the contrast between the light sources and the ceiling which forms their background. Because of their inherently lower brightness, the mazda F lamps may be employed in open-type units at low-mounting heights.

For high-mounting heights (20-25 feet and up), the high-bay type of unit is recommended for use with mazda C lamps. The higher brightness of this unit is not so objectionable under these conditions because the reflector is high enough to be fairly well out of the line of vision; furthermore, higher ceilings are usually trussed and by mounting the units above the bottom line of the girders, a certain shielding effect is obtained.

While there is usually little possibility that any of the light emitted upward will reach the playing area under such conditions, it is rec-



ommended that the units provide some upward light to reduce contrasts as previously mentioned. As a matter of interest, mazda F lamps have been used for high-bay installations where the room proportions were large enough to make good utilization of the generated light.

In many of our modern gyms, the ceiling is furred down below the girders, facilitating sound and air-conditioning. In such cases recessed equipment appears to be the logical solution to the lighting problem. Since the average recessed unit does not direct any light to the ceiling, a light-colored floor which will reflect light upward is particularly desirable where such units are used.

No matter what type of unit is used or what the mounting height may be, some type of guard should be provided to prevent damage to the lamp and reflector.

Placement of lights

In designing the lighting there are various common-sense points to observe. For instance, for basketball no light source should be directly within the shooter's line of vision. The source may produce a glare which may range from mere annoyance to a real hindrance, depending upon the space relationship of the source, the ball or basket and the eye. In many cases, it may be desirable to use an industrial spotlight to pick out the basket and back-board. In all cases it is well to guard against the use of bare lamps within the line of vision of players and spectators.

In its broader sense, light conditioning in the gym might well include the use of germicidal lamps to help control air-borne bacteria, and of mazda sunlamps to provide healthful ultraviolet radiations.

The germicidal lamps are so installed as to irradiate the upper part of the room, care being taken to prevent the light from directly reaching the eyes of players or spectators. Each watt input of the germicidal lamp per 100 cubic feet of room volume will provide a bactericidal effectiveness equivalent to 100 changes of air per hour.

The gym is an ideal location in which to apply the sunlight lamps. In the first place, most of the students spend some time there. Secondly, since the lamps are usually applied by direct lighting methods, their use would be quite undesirable in most parts of the school.

It thus appears that the gym might well lead the "Back to Nature" campaign.

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The "T" Formation

(Continued from page 9)

blitzkrieg line plays or long passes.

After mid-season the team as a whole became very block-conscious with the result that the down-field blocking became practically devastating. Major Jones, the Nebraska coach, remarked after the Rose Bowl game that the Stanford down-field blocking was the best his Cornhuskers had encountered all year.

Third: In all-American Frankie Albert, Stanford had a superb field general, excellent passer, adept ball-handler and, toward the end of the season, a better-than-average kicker. When Albert was out of the game the attack lagged greatly.

Fourth: The new coach, Clark Shaughnessy, imbued his entire squad with an esprit de corps, a never-say-die spirit, which enabled them to come from behind in several games, including the Rose Bowl encounter. It was this same spirit that broke the resistance of more than one opponent, with timely pass interceptions and long scoring plays.

Fifth: Against this most unorthodox attack, Stanford's opponents were over-cautious on defense, using mainly the 6-2-2-1 and the 5-3-2-1 with very few variations. "Pop" Warner believes a 4-4-2-1 would upset the new "T." The University of Southern California hit on a fairly adequate defense against Stanford's line plays by using a five-man sliding line, with no charge. The linemen merely attempted to block and hold in the line. The writer believes that a 5-3-2-1 will work against an ordinary "T" team; that is, one without the blinding speed of Stanford. If, when the "T" sends a man wide to the left, the defense will send the backer-up on that side out with him, with instructions to play the ball on flat passes, and the man if he comes across the scrimmage line, it might be possible to break up the attack. (The Stanford right half crossed over and became the left flanker, and vice versa. This threw a flank threat to the left, but still retained the split-buck threat to the right, see *Diag. 3.*)

To sum up, five factors were noticeable in Stanford's success: First, a brand-new attack; second, overwhelming backfield speed in every game; third, an all-American quarterback; fourth, superb team spirit; fifth, over-cautious defensive tactics on the part of the opposing teams.

High school coaches will have a chance to learn more about the new "T" formation when Coach Shaughnessy holds forth at the various coaching schools this summer.

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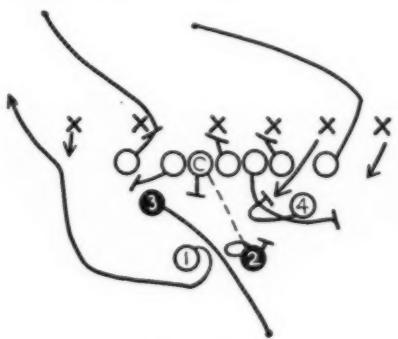
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The Triple Spinner

(Continued from page 8)

guard. The right end checks the defensive left tackle and then side-swipes the defensive fullback. The 2 back, after driving through the line, may lateral to 4, who, in turn, may lateral to 1.

In Diag. 9 the 2 back receives the ball, fakes to 3, 1 and 4 and drives through inside the defensive right guard. The left end fakes at the defensive center, then checks the defensive half. The left guard mousetraps the right tackle; the right guard is allowed to come through—the center taking the defensive center and the tackle shoulder blocking the defensive full. The right tackle checks the left guard, and the right guard mousetraps the defensive right guard. No. 2 plunges through the center and may lateral to 4 who has the option of lateralizing to 1.



Diag. 10

A natural pass play is outlined in Diag. 10. The ball is again passed to 2 who gives it to 3. The latter fades sharply and passes either to the left or right end, who cut as indicated. The right end takes three steps to his right toward the halfback and cuts sharply into the heart. He is the logical receiver.

The 1 back fakes as before, taking the defensive left end or driving sharply past the end for a short, flat pass. No. 4 fakes a reverse, then turns and checks the defensive left tackle. The tackles head and body block the defensive guards, while the center drops back to check anybody breaking through. The right guard checks the defensive left end; the left guard checks the defensive right tackle.

As a variation, 2 may fake to 3 and 1 then spot pass to the right or left end, the right end going directly over center and the left end moving into the left flat.

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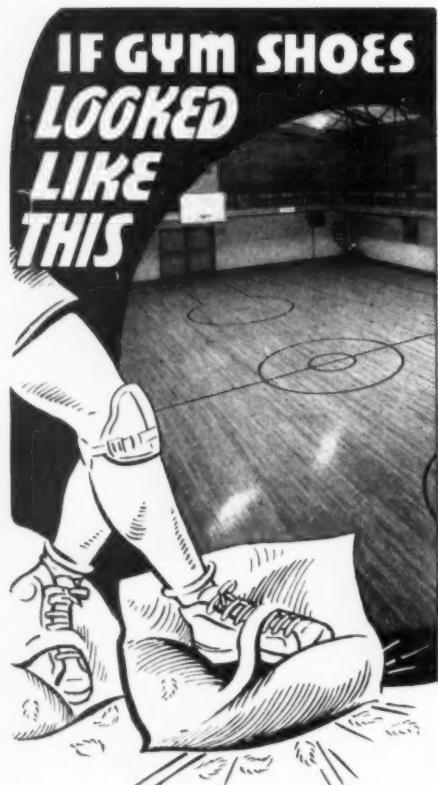
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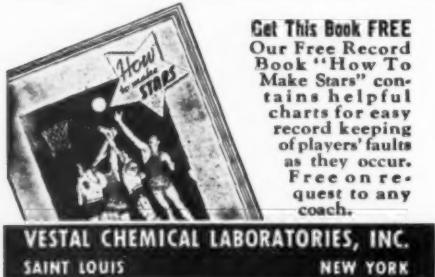
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(Continued on page 27)

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REPORT

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AND

VINNIE RICHARDS

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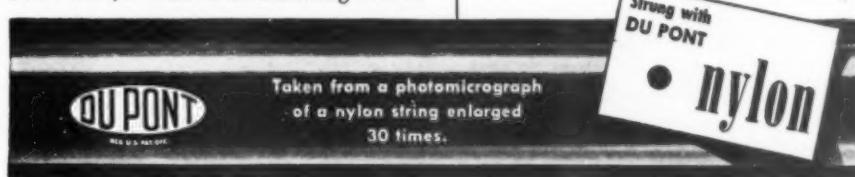
much lively stamina. It's got everything a good tennis string should have... and more!"

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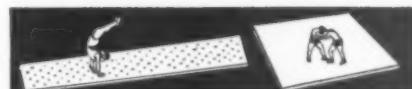
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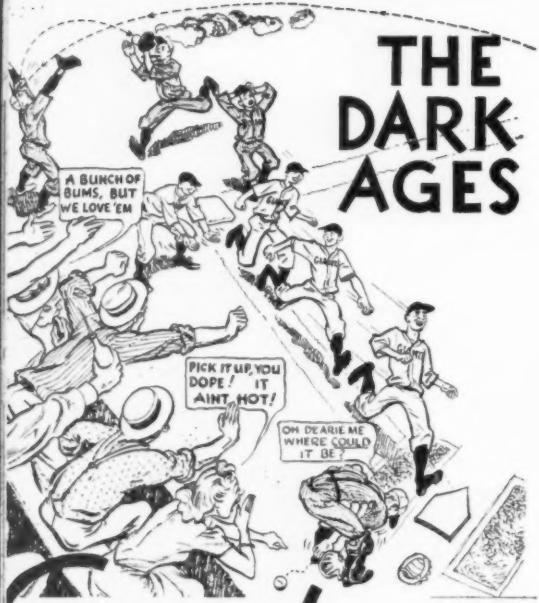
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Coaches' Corner

If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

The current high station in life of the Brooklyn Dodgers is naturally a source of immense satisfaction to their legion of fanatically-devoted rooters. The 1941 Dodgers are a powerful, heads-up ball team with a happy blend of pitching, hitting and fielding strength. But, even though you could never get him to admit it, the average Dodger fan misses the merry futility and daffiness with which the Brooklyn teams of yore played the game.

Overwhelming nostalgia grips the Dodger fan when he remembers how the immortal Babe "Hoiman" used to snare fly balls with his skull, and how once he came onto the field with his pants on fire, having forgotten to extinguish a lighted cigar in his hip pocket. And then there was good old Hack Wilson who was always willing to pass away the afternoon talking to the fans in the bleachers; that is, until a fly ball once dropped from the heavens unexpectedly and hit him on the head.

Another fond memory is the way the Dodgers used to run the bases. It was a proud day for Brooklyn the time three Dodgers slid into the same base . . . ad infinitum.

On this page you see our conception of the old and the new orders in Brooklyn.

Coach Sid Wright of Van, Tex., has a tale of woe. "As we were leading Canton by several points, I sent in the second team. A minute or so later the quarterback was knocked out. We had no other substitute for the position as the first-string quarterback had al-

ready been in the game that period. With the aid of smelling salts the injured player was quickly revived. I asked him if he knew his plays and listened as he rattled off his assignment on several of them. Satisfied, I told him to go ahead and call signals.

"Coach, I can't," he answered. "I'm not eligible."

And one to tie it from Coach Maurice Pernert of New Haven, Mich.

"We were playing our keenest rival, Memphis, in an important league game. Early in the first quarter we scored on an 80-yard runback of a punt. From then on, however, we were mostly on the defensive. Time after time we were driven back into our own territory, but managed to hold. With less than a minute left in the first half we took the ball on downs on our own three-yard line. Excitedly I sent in a reserve to tell the quarterback not to punt, but to freeze the ball until the gun.

"Time in. The huddle. And off the field came the substitute with a puzzled look on his face. 'Say, Coach, what's wrong with that referee? When he asked who I was going in for, all I said was, 'Nobody, but I've got some information I want to give the team.' Then he waved me off the field.'

Not that it matters just now, but does Bunny Leavitt of Chicago still hold the world's free-throwing championship? A couple of years ago he connected with 499 in a row, missed the 500th and then went on to 871 with only two other poor tosses. He shot for seven and one-half hours before he missed the first one.

Bunny, these days, is conducting a series of free softball clinics under the aegis of the Converse Rubber Co. Each clinic consists of special instructions in batting, fielding of each position, running bases, sliding, rules discussion and trick plays. Where auditoriums are available, Bunny also includes a showing of the technicolor, sound picture, *Make the Most of Playtime*.

If you're interested in a Bunny Leavitt Softball Clinic, drop him a line at 212 W. Monroe St., care of the Converse Rubber Co., Chicago, Ill. He will be pleased to complete all arrangements.

By the way, how did the Hatfields and the McCoys come out this year in their annual basketball game? A year ago the McCoys led by 6 ft. 2 in. Captain Sam McCoy, the shortest member of the team, won in a thrilling finish, 37-35. For many years the families of these mountain boys of West Virginia and Kentucky were mortal enemies. All of the feudin' is now done on the basketball court. Basketball, the all-American game, keeps step in the march of progress. Wonder if the boys will be as good with a Garand automatic as their grandpappies were with a squirrel rifle. (Have you seen that chapter in *Audubon's America* by Donald Culross Peattie about "Kentucky Sports"?)

Just now it doesn't seem likely that either of the big league baseball pennants will be won in a breeze, but the draft will probably have something to do with both.

Bob Tally and I were working the District Tournament at Deckerville, Mich. In the course of one of the games a foul was called, but Tally couldn't see the number of the player distinctly. Finally he caught a glimpse of the numeral 3. 'Thirty-ff-f, thirty-ff-f-f,' called Bob as a series of players crossed his line of vision. 'Thirty-ff-f, thirty-ff-f-f-five!' he yelled as he finally reached the player and turned him around. Immediately a raucous cry went up from the bleachers, 'Sold to the American Tobacco Company!' (Frank Colucci, Flint, Mich.)

Here's one for the record books, writes J. A. Lande of East High (Ill.). Rockford was playing Freeport in a dual golf match. The boys were sent out in foursomes, playing match. On the short eighth hole, one of the foursomes turned in these scores: a hole in one, a birdie 2, a par 3 and a bogey 4.

A few candidates for the hole-in-one club may resolve from the Lawrence High School Invitation Interscholastic Golf Tourney on June 14 and 15 at the Salisbury Country Club in Westbury, Long Island (N. Y.). The tourney, which has the blessing of all the necessary high school administrative agencies, including the National Federation, will offer both team and individual competition.

Maybe the Arkansas Razorbacks did win the Southwest Conference basketball championship, but they sure lost their pants doing it. A fire in a cleaning establishment took care of that for them.

BILL WOOD

THE RENAISSANCE



Buyers' Guide

(Continued from page 25)

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 (Concluded on page 40)

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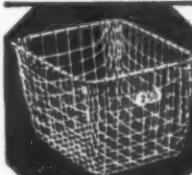
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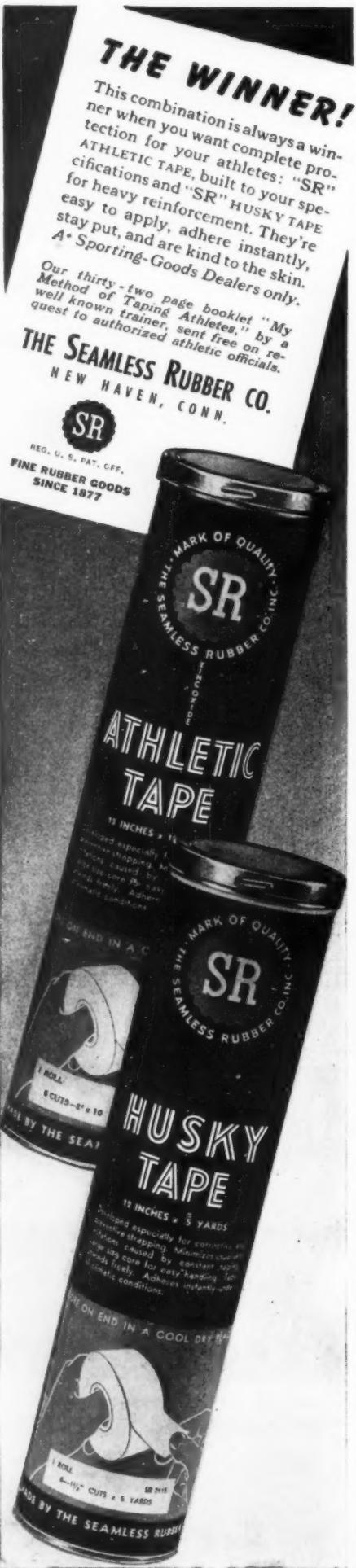
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BASEBALL BIBLIOGRAPHY

By Sam Winograd and Gerald Ehrlich

Samuel Winograd, one of the greatest basketball and baseball stars ever to play for The College of the City of New York, now coaches the varsity baseball team at his alma mater. His collaborator, Gerald Ehrlich, is a teacher in the department of hygiene.

THIS study was motivated by the authors' desire to contribute a selected bibliography of practical benefit to coaches and to students of physical education, as well as to individuals engaged in research.

The material was drawn from a larger, more comprehensive work covering nearly every available reference. The bibliography which follows embraces practically all of the more important contributions to baseball literature.

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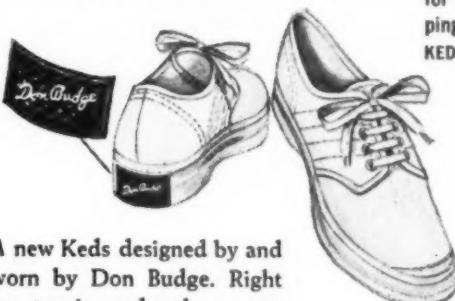
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1 CALIFORNIA'S WORKSHOP—Monterey, Calif. Aug. 14-22. H. R. Youngman, director. Staff: Buck Shaw, Sam Barry, Harry Wolter, Brutus Hamilton, Chuck Keeny, others. Courses in all sports. Tuition, \$10. For further details see advertisement in May issue.

2 COLORADO H. S. COACHES ASSN.—Denver, Colo. Aug. 18-23. N. C. Morris, director. Football: Tad Wieman, Dana X. Bible, Eddie Anderson. Basketball: Vadal Peterson. Tuition, \$10. For further details see advertisement in May issue.

3 DAYTONA BEACH—Daytona Beach, Fla. Aug. 18-23. G. R. Trogdon, director. Football: Frank Leahy, Bo McMillin, Tom Lieb, Moon Mullins, Jack McDowell. Basketball: Adolph Rupp. Tuition \$15. For further details see advertisement on page 31.

4 DUKE UNIVERSITY—Durham, N. C. July 21-26. Wallace Wade, director. Courses by Varsity Coaching Staff, including Wallace Wade, Jack Coombs and others. Tuition, \$10. For further details see advertisement on page 31.

5 EASTERN COACHING CLINIC—Brooklyn, N. Y. Aug. 18-24. Clair Bee, director. Basketball: Clair Bee, Dave McMillan, Chick Davies, John Lawther, Frank Keaney, H. C. "Red" Carlson, Ed Kelleher, Paul Mooney, Pat Kennedy. Football: Dick Harlow, Jock Sutherland, Hooks Mylin. Tuition, \$15 all courses; \$10 basketball or football only. For further details see advertisement on page 33.

6 EASTERN PA. FOOTBALL—Pottsville, Pa. June 16-20. T. T. Allen, director. Staff: Paul Brown, Ray Morrison, John DeGrosa. For further details see advertisement in April issue.

7 INDIANA BASKETBALL—Logansport, Ind. Aug. 18-22. Cliff Wells, director. Staff: Bud Foster, Arthur L. Trout, E. N. Case, Chuck Taylor. For further details see advertisement in May issue.

8 MID-WEST COACHING SCHOOL—Saginaw, Mich. Aug. 11-15. Mauricé M. Guy, director. Football: Fritz Crisler, Danny Fortmann. Basketball: Harold Anderson, Buck Read, Jim Barclay. Tuition, \$10. For further details see advertisement in May issue.

9 NORTH CAROLINA UNIVERSITY—Chapel Hill, N. C. Aug. 18-30. R. A. Fetzer. Courses by Varsity Coaching Staff, including Raymond "Bear" Wolf, John Vaught, Bunn Heern, Bob Fetzer, and others. Tuition, \$10. For further details see advertisement in May issue.

10 NORTHWESTERN UNIVERSITY—Evanston, Ill. Aug. 18-30. K. L. Wilson, director. Football: Lynn Waldorf, Fritz Crisler. Basketball: Bud Foster, Dutch Lonborg. Tuition, \$25. For further details see advertisement in May issue.

11 PENN STATE COLLEGE—State College, Pa. Inter-Session, June 10-27; Main Session, June 30-Aug. 8; Post Session, Aug. 11-29. Dr. Lloyd M. Jones, director. Courses on All Sports and Physical Education by Varsity Staff, including Bob Higgins, John Lawther, Bill Jeffrey, Eugene Wetstone, and others. For further details see advertisement in May issue.

12 TENNESSEE H. S. COACHES ASSN.—Johnson City, Tenn. Aug. 11-16. W. G. Siler, director. Football: Harry Mehre, Frank Howard. Basketball: John Mauer, Paul Hinkle. Guest Speakers: Major Neyland, Red

Sanders, Doc Newton. Tuition, \$10. For further details see advertisement in May issue.

13 UNIVERSITY OF KENTUCKY—Lexington, Ky. Aug. 11-16. M. E. Potter, director. Football: Frank Leahy, Ab Kirwan, Bernie Shively. Basketball: Adolph Rupp. Tuition, \$5. For further details see advertisement in April issue.

14 UTAH STATE AGRIC. COLLEGE—Logan, Utah. June 9-13. E. L. "Dick" Romney, director. Football: Clark Shaughnessy. Basketball: Forrest B. Cox. For further details see advertisement in April issue.

15 WEST VIRGINIA UNIVERSITY—Morgantown, W. Va. July 28-Aug. 2. Alden W. Thompson, director. Football: Fritz Crisler, Bill Kern, Hooks Mylin. Basketball: Clair Bee. Tuition, \$10. For further details see advertisement in May issue.

16 WILLIAM AND MARY—Williamsburg, Va. July 28-Aug. 2. Carl Voyles, director. All Sports. Staff: Tad Wieman, Franklin C. Cappon and Varsity Coaching Staff of the College of William and Mary. For further details see advertisement on page 32.

17 LAWRENCE TECH—Detroit Mich. Aug. 11-15. Don Ridler, director. Football: Jim Crowley, Bill Edwards. Basketball: Clair Bee, Cliff Wells. Others. Tuition, \$15 complete course; \$10 football or basketball only. For further details see advertisement on page 32.

18 UNIVERSITY OF WYOMING—Laramie, Wyo. July 29-Aug. 2. F. E. Davis, director. Football: Bernie Bierman, Bernard Oakes. Basketball: Ev Shelton. Tuition, \$15. For further details see advertisement on page 32.

Coaching School Directory

ATHLETIC TRAINING COURSE—New York, N. Y. June 16-Aug. 1. Dr. S. E. Bilik, director.

BUTLER UNIVERSITY—Indianapolis, Ind. Aug. 4-9. Paul D. Hinkle, director.

COLORADO ST. COACHING CONF.—Ft. Collins, Colo. Aug. 11-15. H. W. Hughes, director.

INDIANA UNIVERSITY—Bloomington, Ind. July 21-23. Z. G. Clevenger, director.

KANSAS COACHING SCHOOL—Topeka, Kan. Aug. 18-23. E. A. Thomas, director.

LAWRENCE TECH—Detroit, Mich. Aug. 11-15. Don Ridler, director.

LOUISIANA STATE U.—Baton Rouge, La. Aug. 4-9. B. S. Walker, director.

NAMPA COACHING SCHOOL—Sun Valley, Ida. Aug. 19-24. Harold White, director.

NEBRASKA COACHING SCHOOL—Lincoln, Neb. Aug. 18-21. Major L. M. Jones, director. Staff: Ralph Jones, W. H. Roselius, Football Staff of U. of Nebraska.

N. Y. HERALD-TRIBUNE—New York, N. Y. Aug. 25-29. Lou Little, director.

OHIO STATE UNIVERSITY—Columbus, O. June 23-Aug. 29. L. W. St. John, director. Staff: Paul Brown, Wesley Fesler.

OKLAHOMA COACHES CLINIC—Oklahoma City, Okla. Aug. 26-30. E. C. Hafer, director.

PLAINS COACHING SCHOOL—Plainview, Tex. Aug. 25-29. Pete Smith, director.

TEXAS A & M. COLLEGE—College Station, Tex. Aug. 17-23. H. H. Norton, director.

TEXAS H. S. BASKETBALL—Denton, Tex. June 23-27. H. G. Shands, director.

TEXAS H. S. FOOTBALL—Houston, Tex. Aug. 4-9. Bryan Schley, director.

SHORT COURSES FOR COACHES—College Station, Tex. Aug. 17-23. Homer Norton, director.

UNIVERSITY OF ARKANSAS—Little Rock, Ark. Aug. 25-30. Fred C. Thomsen, director.

UNIVERSITY OF COLORADO—Boulder, Colo. June 16-July 18. Harry Carlson, director.

UNIVERSITY OF GEORGIA—Athens, Ga. Aug. 18-22. Dwight Keith, director.

UNIVERSITY OF ILLINOIS (School of Physical Education)—Urbana, Ill. June 26-Aug. 9. S. C. Staley, director.

UNIVERSITY OF IOWA—Iowa City, Iowa. June 7—Aug. 1. E. G. Schroeder, director.

UNIVERSITY OF NORTH DAKOTA—Grand Forks, N. D. Aug. 18-23. C. A. West, director.

UNIVERSITY OF TENNESSEE—Knoxville, Tenn. June 9-July 16. A. W. Hobt, director.

UNIVERSITY OF WYOMING—Laramie, Wyo. July 29-Aug. 2. F. E. Davis, director.

WASHINGTON ST. COLLEGE—Pullman, Wash. June 23-Aug. 1. J. Fred Bohler, director.

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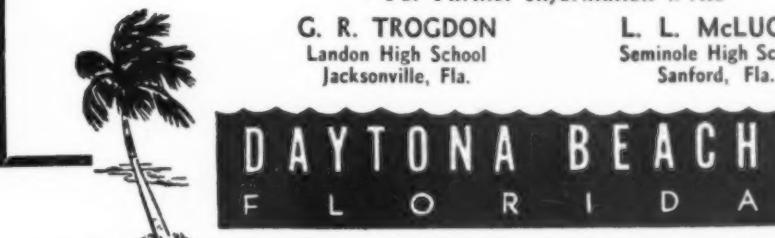
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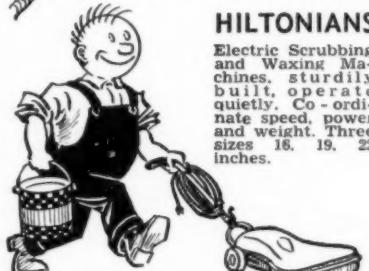
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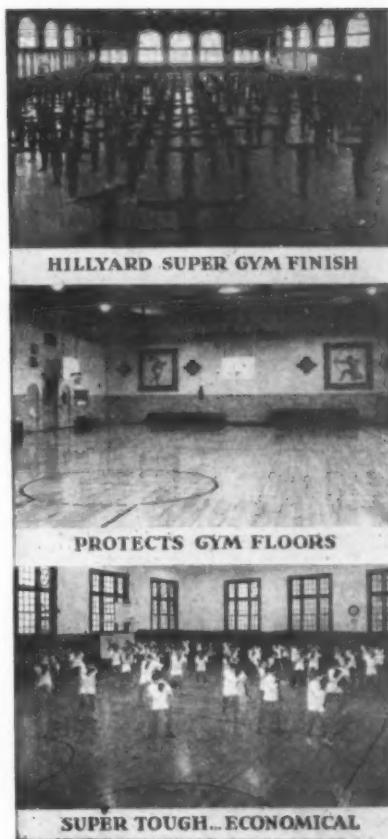
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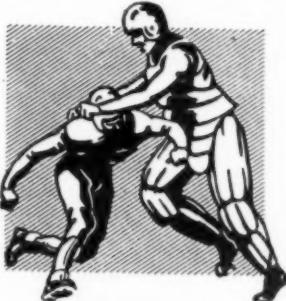
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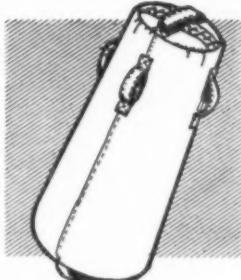
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then large blisters develop which frequently become infected from scratching, and form pus.

As soon as the rash develops, wash thoroughly with soap, water and then alcohol. Then apply either a soap paste, strong Epsom salts solution or the calamine lotion plus carbolic acid solution mentioned before. In severe cases consult your physician.

5. Removing slivers. If a splinter of wood, piece of glass, metal shaving, or some other foreign body is near the surface, it can be picked out by the following procedure: First, sterilize the skin with iodine; second, sterilize a knife point, needle or tweezers by heating in a flame; third, use the sterile instrument to remove the sliver and make the wound bleed if possible; fourth, after bleeding has stopped, apply iodine into the wound and bandage with gauze.

If the sliver is buried deeply or if the wound is large, simply apply iodine and gauze bandage and consult a doctor.

6. How to remove a particle from the eye. Most foreign particles that get into the eye do not make a wound, but merely lodge on the surface of the lid or eyeball. If the particle is imbedded or the eye wound is large, do not attempt to remove the object. Hold a sterile compress over the closed eye and consult a doctor promptly.

If the particle is small and is on the surface of the lid or eyeball, you may attempt to remove it as follows: Do not rub the eye. This may drive the foreign particle into the delicate membrane covering the eyeball and lid and help cause infection. Close the eye; gently grasp the lashes of the upper lid and pull out and hold it down over the lower lid for several seconds; so that the tears may wash the particle to the inside corner of the eye where it can be easily lifted out with the tip of a moistened, clean handkerchief.

7. How to stop nose bleed. Usually nose bleeds stop by themselves, but if the bleeding continues, it may be stopped by pressing the nostrils together firmly for five minutes. Sit up, loosen your collar, tilt your head backward and breathe through the mouth during the treatment. Do not blow the nose for a few hours.

If this doesn't stop the bleeding, a physician is needed.

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(Concluded on page 39)

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due to a change in food and water; other times to a faulty diet.

Many vacationists let their eating habits run haywire, overdosing themselves with hot dogs, popcorn and other unwholesome dishes. These foods not only fail to supply the essentials of a good diet but when eaten in large quantities reduce the intake of the other essential nutritious foods to the extent where the diet becomes inadequate for maintaining good health.

There are six essentials of nutrition: calories, proteins, carbohydrates, fats, vitamins, minerals, and water. These are easily attainable by the normal individual through a properly chosen diet.

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(Continued from page 27)

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Golf Lesson

(Continued from page 11)

on, it goes up steeply to an elevated green.

The player smacked a fairly good drive that, with the benefit of the down grade, carried a little over 200 yards. He played a spoon for his second stroke and sliced into the rough fifteen yards short of the green. On his third stroke he used a No. 8 iron and dropped his shot ten feet over the green. He now was faced with a steep down grade to the hole. He chipped, but the ball rolled fifteen feet past the hole. His error was in failing to make allowance for the down grade.

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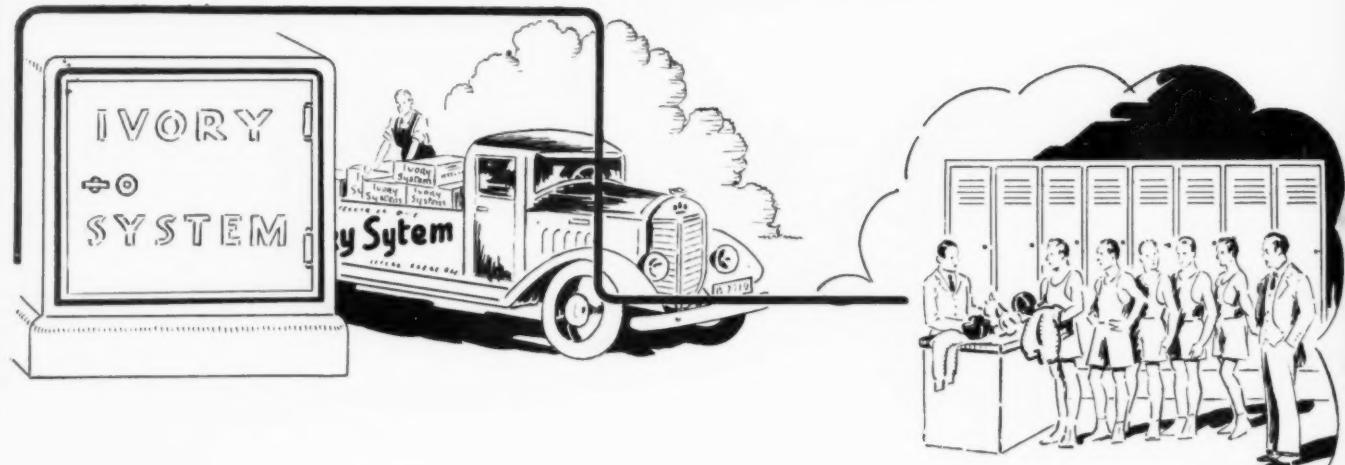
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